**Halifax County Schools - Elementary School Lesson Plan**

**Unit 1 Week 5**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): September 26 – September 30** |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | I can pick out important details from informational text.  I can put key details together to figure out the main idea..  I can find explicit details to support the main idea of a text. |
| **Content:**  Common Core Standards & Essential Standards | RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text s the basis for the answers. | **Technology Standards & Resources:** | [Cause and Effect Lesson Ideas](http://coe3rdgradereading.wikispaces.com/Cause+and+Effect) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | What is the main idea and which details support it?  What is the big idea the author wants me to understand from his/her words? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep close by on a clipboard to refer to throughout your whole group, collaboration, and small group instruction. As you listen to student talk about their reading, use the question stems to guide their thinking based on what you are observing and hearing from them during instruction.  [Common Core Question Stems\_3rd Grade](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [3rd Grade Common Core Question Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | **main idea**-the big idea that is supported by the details in the text.  **understandings**-ideas, focal point of a text  **key details**-important statements, facts that help the reader understand a bigger idea. | **Teacher Resources:** | [www.readworks.org](http://www.readworks.org)  [www.readwritethink.org](http://www.readwritethink.org)  [FCRR cause and effect](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)  [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit)  [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing)  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue building stamina in independent reading during Daily 5. | **Read to Someone**  Use as a strategy during small group instruction., | **Listen to Reading**  Continue with Listen to Reading Program | **Word Work**  Introduce a new Word Work Activity to be implemented during Word Work:  Have students use a word study document and create the word using the app, educreation if iPads are an available tool.  [FCRR Materials: Grades 2-3](http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm) (choose from Phonics or Vocabulary Sections for students)  [FCRR Materials: Grades 4-5](http://www.fcrr.org/curriculum/studentCenterActivities45.shtm) (choose from Phonics or Vocabulary Sections for students who are above grade level) | **Work on Writing**  Students create their own compositions or finish a writing assignment made by teacher in writing block. |

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| **Monday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 5 Lesson\_Monday/Tuesday](https://docs.google.com/document/d/1jeLbiSK0TbD6HbglXQZDuCOTsbmZ87pAVOagdW8cwdE/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Tuesday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 5-Monday/Tuesday](https://docs.google.com/document/d/1jeLbiSK0TbD6HbglXQZDuCOTsbmZ87pAVOagdW8cwdE/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 5-Wednesday/Thursday](https://docs.google.com/document/d/1YCbysudkcLJDSt0v4EYjgZ2aRYiVBMtDRSaIAdXKzH0/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Word Work:** introduce a word work activity based on needs you observe for each reading group. They can use the activity as a Daily 5 word work activity in the future  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 5-Wednesday/Thursday](https://docs.google.com/document/d/1YCbysudkcLJDSt0v4EYjgZ2aRYiVBMtDRSaIAdXKzH0/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Comprehension Skill:** Focus on a comprehension skill according to the needs to observe for each reading group.  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 5 Lesson-Friday](https://docs.google.com/document/d/1pMsBOSYq13cty14mnEiBi2PiuJJxZJlgC3FFGdOAmQI/edit?usp=sharing) | **Small Group** -  Continue mClass Reading 3-D assessments on Red students as needed  **Intervention:** Conference with individuals or pull a small group of students to focus on a phonics, vocabulary or comprehension skill depending on the needs you have observed. | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |